DOCUMENT RESUME

ED 348 534 CE 061 757

TITLE	Case Management in Maryland's Tomorrow.
INSTITUTION	Maryland State Dept. of Education, Baltimore.
PUB DATE	Oct 91
NOTE	46p.
PUB TYPE	Guides - Non-Classroom Use (055)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	Counseling Services; *Counseling Techniques; *Dropout Prevention; Employment Potential; Guidelines; *High Risk Students; Job Skills; *Program Implementation; *Pupil Personnel Services; Pupil Personnel Workers; *School Counseling; Secondary Education
IDENTIFIERS	Marylands Tomorrow Projects

ABSTRACT

Case management is an essential component of Maryland's Tomorrow projects. Case management is a client-centered, goal-oriented process for assessing the needs of an individual for particular services and assisting the client to obtain those services. Under Maryland's Tomorrow projects, a case manager develops a plan of service with an at-risk student, identifies the responsibilities of the student, and is responsible for finding and implementing all the resources needed to meet the training, education, support, and other needs of the student. Some of the actions required of case managers are as follows: (1) encourage parents to become involved in their children's education; (2) help students set realistic goals; (3) help students develop their own plan of action for achieving goals; (4) help students gain access to the services and resources they need to reach their goals; and (5) help students to gain access to services outside the school. The case management program can include techniques such as assessment, contracts, progress reports, weekly assignment sheets, and parental involvement. (Appendixes, which make up about two-thirds of the report, include forms for assessments, contracts, progress reports, weekly assignment sheets, and parental involvement derived from Maryland's Tommorrow projects.) (KC)

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Case Management In Maryland's Tomorrow

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Case Management In Maryland's Tomorrow

Marion W. Pines
Project Director
Maryland's Tomorrow

A PARTNERSHIP PROGRAM

Maryland State Department of Education
Governor's Employment and Training Council
Maryland Department of Economic and Employment Development
The Johns Hopkins University, Institute for Policy Studies
Private Industry Councils
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October 1991

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William Donald Schaefer, Governor

Case Management In Maryland's Tomorrow

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Case Management in Maryland's Tomorrow

Foreword

Case management is a requirement for Maryland's Tomorrow projects design. Case management was not operationally defined at the time Maryland's Tomorrow was initiated. Therefore, a study group of local practitioners was convened to define case management for the Maryland's Tomorrow program. This group identified services being provided by case managers; described what is being done to access services for students; what is being coordinated and with what agencies; and how case management is being monitored.

The content of this booklet draws heavily from the work group's discussion and the procedures which have been implemented across the state in various Maryland's Tomorrow programs. The work group included Nena Allevato, Governor Thomas Johnson High School, Frederick County; Deidra Bishop, Futures, Baltimore City Office of Employment Development; Nikki Coffman, Chesapeake High School, Baltimore County; B.J. Corbin, Lower Shore Private Industry Council; Joanne Fox and Sondra Mandell, Gaithersburg High School, Montgomery County; Debbie Urry, Easton High School, Talbot County; Mary E. Wagner, Glen Burnie High School, Anne Arundel County; Rosemary Bitzel and Walter E. Varner, Maryland State Department of Education. The work and contributions of each of these individuals are greatly appreciated.

Irene Penn
Branch Chief
Career and Employability Development Branch

What is Case Management?

Case management is not a new idea. It has long been a common tool in fields such as gerontology, mental health, and social work. But it has only recently begun to be applied in the field of education and youth employment. A growing challenge for individuals working with at-risk youth is how to access and manage the provision of services that students need to be successful. The challenge is to coordinate the education or training services, as well as coordinate with health, housing, public welfare and day care services. As the number of other services grows, so do the problems of determining service options, making successful referrals, and tracking student progress over extended periods of time.

In its "Guide to Case Management for At-Risk Youth," Brandeis University looks at case management activities at both the client level and the systems level. At the client level, case management is a client-centered, goal-oriented process for assessing the needs of an individual for particular services and assisting the client to obtain these services. Case management, based on this client-centered definition, uses a broker, the case manager, who works as a partner with at-risk youth to:

- identify and prioritize personal strengths and needs;
- encourage parent involvement
- help youth think out and set realistic, short and long-term goals;
- develop their own unique, logical plan of action for achieving goals;
- gain timely access to the unique array of services and resources needed to move toward their goals;
- successfully complete their customized set of services provided by a variety of institutions; and
- learn to access services on their own and thereby reduce dependency upon the case manager.

At the system level, case management is a strategy for coordinating the provision of services to clients within that system.

For a personalized or individualized client-centered strategy to be possible, the case management effort includes a concerted effort by a school, community, or a group of youth-serving agencies to work together as partners in a way that:

- ensures that services needed by young people are available when the young people need them;
- empowers case managers to requisition services and resources across institutional lines;
- revises traditional modes of operation, referral procedures, capacity, and assessment methods if these modes do not work in the best interests of the young people they purport to serve.

Under Maryland's Tomorrow, a case manager is one who develops a plan of service with a student, identifies the responsibilities of the student and takes responsibility for marshalling all the resources needed to meet the training,

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education, support, and other needs of the student. The most essential aspect of this process is to ensure that the case manager provides continuity of services from intake into the program to graduation and facilitates provision of services for one year after graduation to ensure successful entry into employment or entry into post-secondary education or training.

Who is The Case Manager?

Case management may be performed by someone who has teaching responsibility, a counselor or an advocate. In some cases, individuals work together as a case management team. In all cases, active planning, advocacy, marshalling of resources and monitoring of progress are the core tasks.

"The nature of the students in the Maryland's Tomorrow program requires that individual monitoring of attendance and academics is necessary on a day to day basis." Sondra Mandell, Maryland's Tomorrow Case Manager

Case Management at the Student Level

Using the Brandeis University description of case management, the case manager works as a partner with at-risk students to:

Identify and prioritize personal strengths and needs

The case manager completes an initial assessment with the student prior to developing a plan of services. The assessment may include an interview, counseling, observing classroom or field trip behavior, checking student files, and a parent conference or a home visit. Included in the initial assessment may be information such as:

- student attendance
- individual education plans from middle school
- test scores
- employability skills assessments
- life skills
- social services information
- career related interests
- skills strengths

Using this information, the case manager will consider the student's need for services such as:

- advocacy
- mentoring
- counseling
- tutoring
- summer job placement
- specific career development activities

Encourage parents to become involved in their childrens' education

The invitation to parents to become involved begins at orientation meetings at the start of the program and, in some cases, during recruitment. The case manager outlines for parents and students the expectations, activities and requirements of the Maryland's Tomorrow program during a home visit, parent breakfast, evening meeting or individual conference. After orientation, regular communication and frequent invitations are the soil in which parent involvement may flourish. The case manager must also be prepared to intervene in cases of abuse, neglect, poor attendance, truancy and crisis situations. The case manager's communications, invitations and interventions with parents include:

- positive notes and phone calls home
- mid-term reports on academic progress
- signing contracts to improve grades, meet goals
- copies of progress reports and student schedules
- invitations to support student success in the program through attending parenting classes, parent support groups, reinforcing specific behavior
- referrals to family counseling or for financial

or medical assistance
- crisis intervention, followed by referral.

Help students think out and set realistic short and long term goals

Once the initial assessment is complete, the case manager works with the student to develop short and long-term goals for the student's academic and personal life. The goals are linked to aspirations for the future after graduation. Often the student must raise personal expectations and consider career and occupational possibilities never imagined. The case manager's high expectations of the student inspire goals setting that is high, yet realistic. Some of the techniques case managers use are:

- counseling students
- modeling goal setting and attainment
- teaching time management
- teaching decision-making and conflict resolution
- organizing motivational opportunities for students such as educational, cultural and recreational field trips.

"We simply act as teacher-advocates, supporting and pushing our kids to reach their potentials." Nena Allevato

Help students develop their own logical plan of action for achieving goals.

Once the student has set short and long-term goals, a logical plan of action for achieving them is needed. The case manager helps the student to select the services and activities which will lead to the attainment of individualized goals. This plan of action reflects individual learning and support needs. Some of the means which the case manager and student use to develop a plan of action are:

- establishing learning goals related to career goals
- understanding how grades are configured
- modifying behavior which defeats attainment of goals
- organizing community service opportunities
- advising student about courses and vocational and work study programs.

"The support that case management provides is 50% of the strength of the Maryland's Tomorrow program. Otherwise, we would just be assigning students to classes." Debbie Urry

Help students gain access to the services and resources they need to reach their goals.

It is also important for case managers, program coordinators or advocates to be aware of services that exist within the local school or school system and to use them to full advantage. This could include access to services such as:

- a mentoring program

- group and individual counseling
- peer counseling
- appropriate assistance for passing functional tests
- a reading specialist
- computer-aided instruction
- special scheduling
- career education.

Effective case management does not fit into one service strategy, such as counseling, teaching, advocacy or coordination but overlaps several. The full range of support which the case manager organizes is determined by the needs of the individual student. The case manager does not just refer the student to services; they tailor them to the student's needs. The case manager also is the student's advocate in resolving problems and obtaining services. In order to do this, the case manager must:

- link with existing programs in the school
- establish business partnerships to recruit for mentors, incentive awards, and career exploration opportunities
- intervene with non-cooperating teachers
- intervene with problems that involve other school staff
- facilitate team building among school staff
- conduct a study skills class
- convene a group of teachers for team teaching.

"The most important aspect of our program is trying to meet the needs of the students so that the student can experience success." Nikki Coffman

<u>Helps student to gain access to services outside the school and benefit from them.</u>

It is sometimes necessary to refer students to outside agencies for problems which cannot be addressed in school. Once services have been identified, referred to, selected and acquired, the case manager monitors the service to ensure delivery. Periodic reviews of service delivery will assist the youth in reassessing planned services or to changing the service or provider to help students gain access to outside services. The case manager would:

- attend staff development and information and referral workshops to keep informed of community resources
- work with parents through meetings and telephone contacts to gain support for outside services in the home
- maintain contact with service providers to monitor student progress.

"The case manager should plan, coordinate, integrate and link <u>all</u> services that relate to the at-risk youth. Wow! What a Job!" B.J. Corbin

Help students learn to access services on their own and thereby reduce dependency upon the case manager.

Assisting students to plan, to set goals and to undertake a process of reaching and completing goals, helps them to learn that they can make choices. They begin to see now their actions lead to outcomes. Case management in these instances empowers students to take control of their lives.

Planning Services Delivery and Monitoring Student Progress

Several Maryland's Tomorrow programs have developed and implemented techniques and formats to assist in case management. These techniques and formats have helped case managers monitor service delivery, provide information and feedback to other staff working with students and teachers in the program. When these techniques have been used, case managers have reported changes in attitudes relating to academic achievment. Some of these techniques are:

1. Assessment: The case manager assists in gaining information to plan services needed to help the youth be successful in school. The assessment process can be accomplished through a variety of techniques including interviewing, review of records, consultations with parents and teachers, using commercially as well as local designed tests, interest surveys, and aptitude assessments and by observing the youth in the classroom. Assessment should be accomplished over the life of the Maryland's Tomorrow program. Examples of locally designed assessment processes are included in Appendix A.

2. Contracts: Student contracts or agreements have been instituted in some programs based on the premise that students can be successful if they have self-discipline or management skills. With these skills students appear to have the strength and perseverance to pursue and achieve goals. Examples of student contracts or agreements are included in Appendix B. These examples include contracts among the student, parent, and teacher, peer support teams and contracts where incentives have been included if the student achieves outcome stated in the agreement.

3. Progress Reports: Students identified as underachievers often need a blend of services to support their academic achievement and teacher expectations. Monitoring the work of these students helps teachers and support staff see remediation or other support needs which can be met and reinforced to assist students in meeting academic expectations. Progress reports provide a means to follow-up on students, to support learning activities in several classes, to provide a staff reporting and monitoring method in cooperative learning environments, and to provide a means for the student to look at individual growth and achievement. Appendix C has several examples of progress reports.

4. Weekly Assignment Sheets: Students are faced with deciding how to spend daily time in school, out of school, with their families, peers, personal time, time for schoolwork and assignments and extra curricular activities. Time management is essential if the student is to be successful. Assignment sheets are designed to cover weekly and monthly assignments, and ways to monitor marking periods have been developed to assist students in scheduling, studying for exams, and gaining control over their time. Appendix D has several formats created locally which have proven helpful to students.

5. Parental Involvement: Special efforts are necessary to involve parents in the education of their children. Approaches to linking the home and the school are essential to the case management process. Appendix E includes examples of these approaches.

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PERSONAL EDUCATIONAL PLAN

Student's Name

Planning For My Success

MARYLAND'S TOMORROW/SUCCESS

Maryland's TOMORROW

Enrollment Date: _____

End Date: _____

Student Name _____
Last First

Parent Name _____
Last First

Street Address _____

City,State,Zip Code _____

Student I.D.# _____

Student D.O.B. _____

Race _____ SSN _____

Sex _____

Telephone(h) _____ (w) _____

ENROLLMENT CRITERIA

CTBS

Total Rdg. - _____

Total Math - _____

Pre Functional Test Results 7th Grade

_____ _____
Math Reading

Other Test Scores: _____

_____

_____

Days Absent
Attendance:

_____ School year - 7th
_____ School year - 8th

Suspensions:

_____ School year - 7th
_____ School year - 8th

Discipline Referrals 0 1 2 3 4 or more

LAP YES NO

Previous Placements Indicators:
YES NO

Explain _____

_____

_____

END OF YEAR LABELS

FINAL GPA

_____ School year - 7th

_____ School year - 8th

Participation

Activity	Date/Year	Activity	Date/Year Also check √ if satisfactory
Learning Styles Assessment		**Employability**	
Study Skills Assessment		9	
Vocational Assessment(s)		10	
		11	
		Employment	
Enrichment Program(s)		Employer / Job	
Camp Schmidt (9)		Employer / Job	
Summer Residential		Employer / Job	
		Employer / Job	
		Employer / Job	
Summer Program(s)		Employer / Job	
CAVE		Employer / Job	
Summer School			
9			
10			
11			
12			
Employment			
9			
10			
11			
12			

Awards and Recognition

Type	*Date/Year*

CUMULATIVE GRADUATION REQUIREMENT SUMMARY

COMPETENCY PREREQUISITES (√ when completed)				
READING		MATHEMETICS		
WRITING		CITIZENSHIP		

-UNIT SUMMARY-	9	10	11	12		TOTAL
SUBJECT FIELD						
ENGLISH						
SOCIAL STUDIES						
SCIENCE						
MATHEMATICS						
PHYSICAL EDUCATION						
FINE ARTS						
PRACTICAL ARTS						
OTHER						
FOREIGN LANG						
TOTAL GRADUATION UNITS						

GRADUATION:
20 UNITS

PLANNING FOR MY FUTURE

My Personal Goals

1st Year: _____

2nd Year: _____

3rd Year: _____

4th Year: _____

5th Year: _____

My Academic Goals

1st Year _____

2nd Year _____

3rd Year _____

4th Year _____

5th Year _____

My Thoughts About . . .

Trade/Technical School

1st Year _____

2nd Year _____

3rd Year _____

4th Year _____

5th Year _____

Armed Forces

1st Year _____

2nd Year _____

3rd Year _____

4th Year _____

5th Year _____

College

1st Year _____

2nd Year _____

3rd Year _____

4th Year _____

5th Year _____

Career

1st Year _____

2nd Year _____

3rd Year _____

4th Year _____

5th Year _____

Student _____

Parent(s) _____ Phone _____ Home

_____ _____ Work

Conference . . . . . suggestions . . . date Positive plan of action . . .	Conference . . . . . suggestions . . . date Positive plan of action . . .
Conference . . . . . suggestions . . . date Positive plan of action . . .	Conference . . . . . suggestions . . . date Positive plan of action . . .
Conference . . . . . suggestions . . . date Positive plan of action . . .	Conference . . . . . suggestions . . . date Positive plan of action . . .
Conference . . . . . suggestions . . . date Positive plan of action . . .	Conference . . . . . suggestions . . . date Positive plan of action . . .

Baltimore City Public Schools

TO BE COMPLETED BY ADVOCATE WITH STUDENT UPON STUDENT'S INITIAL ENTRY INTO FUTURES. REVISIT AS NECESSARY FOR INFORMATION UPDATE.

FUTURES
STUDENT PROFILE

Date: _____

Name: _____ D.O.B. _____ Sex: _____

Address/Zip: _____

Phone: _____ Social Security #: _____

Grade: _____ Cohort: _____ Pupil #: _____ Race: _____

Mother's Name: _____

Address/Zip (if different): _____

Phone (if different): _____

Employment Address/Zip/Phone: _____

_____

Father's Name: _____

Address/Zip (if different): _____

Phone (if different): _____

Employment Address/Zip/Phone: _____

_____

Emergency Contact: _____
(name and phone)

Others Living in Home:

Name/Age/Sex	Relationship to Student	School or Employment

FUTURES Staff Signature: _____

A2

STUDENT SIGN STUDENT'S INITIAL
ENTRY INTO FUTURES.

STUDENT INFORMATION

Student's Name: _____ Date: _____

Three hobbies or special interests:

Student's favorite school subject(s):

Does student plan on attending college?

Student's career goals:

Comments or other information:

ANTICIPATED SERVICES
(Use to develop goal statements)

_____ Attendance

_____ Academics/Grades

_____ Career Counseling

_____ Employability Skills

_____ Financial Assistance

_____ Job Placement Service

_____ Advocacy & Legal Services

_____ Other, please define:

_____ Medical Services

_____ Mentoring

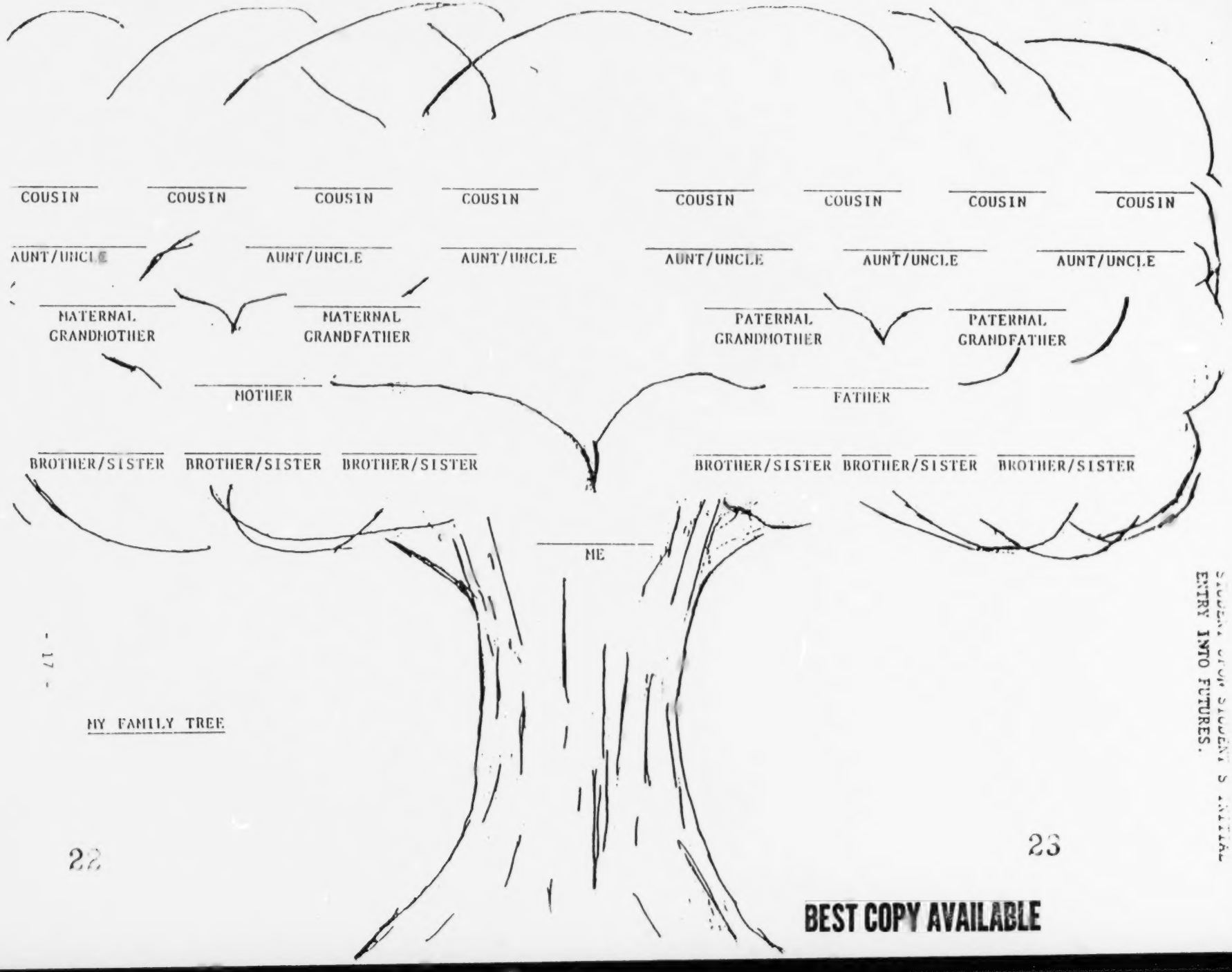
_____ Personal Counseling

_____ Social Services Info.

_____ Parent Conference

_____ Tutoring

_____ Transportation



- 17 -

MY FAMILY TREE

22

23

STUDENT GUIDE STUDENT'S ANSWER ENTRY INTO FUTURES.

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PER QUARTER, TO BE REVIEWED IN TWO TO SIX. ONE ON ONE SESSIONS WITH ADVOCATE PER QUARTER.

FUTURES
GOAL STATMENTS

Student's Name: _____

By the end of _____, I will be able to:
(time period)

Goal Statement: _____

_____

Steps to Reach Goal:

	By when	Resources (who, what) to help
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

Student Signature: _____

FUTURES Staff Signature: _____

Date: _____

FUTURES REFERRAL FORM

Referral Date: _____

Student's Name: _____

Referral Agency Name/Address/Zip: _____

_____

Referral Contact Name/Phone: _____

Referred By: _____

Referral Reason:

FUTURES Staff Signature: _____

REPORT CARD CONTRACT

I, _____, MARYLAND'S TOMORROW STUDENT AT GAITHERSBURG HIGH SCHOOL, DO HEREBY CONTRACT FOR THE FOLLOWING GRADES ON MY REPORT CARD.

	GRADE	TEACHER		GRADE	TEACHER
SCIENCE	_____	_____	ENGLISH	_____	_____
HISTORY	_____	_____	MATH	_____	_____
P.E.	_____	_____	_____	_____	_____

I UNDERSTAND THAT AN "E" IN ANY SUBJECT MAKES THIS CONTRACT NULL AND VOID. I ALSO BELIEVE THAT THESE ARE REALISTIC GOALS FOR ME TO SET, AND ONE INCENTIVE UPON REACHING THESE GOALS IS A $40 GIFT CERTIFICATE TO LAKE FOREST MALL.

_____ _____

SIGNATURE OF PARENT SIGNATURE OF STUDENT

_____

SIGNATURE OF MARYLAND'S TOMORROW TEACHER

Montgomery County

Maryland's Tomorrow Report Card Contract
This form establishes a contract among the student, parent and the teacher for selecting grades over a semester or a marking period. Please note this contract is coupled with a shopping incentive.

DATE_____

THE FOLLOWING TEAM OF_____

WILL ACHIEVE THE GOALS AS INDICATED.

_____

NAME

_____

NAME

ACHIEVEMENT OF THESE GOALS WILL BE DETERMINED BY THE STUDENT SELF-ASSESSMENT AND BY TEACHER AND ADMINISTRATOR FEEDBACK.

UPON ACHIEVING THESE GOALS, AS A TEAM, THE FOLLOWING INCENTIVES WILL BE PROVIDED _____

_____ _____

SIGNATURE OF MARYLAND'S TOMORROW STAFF SIGNATURE OF 9TH GRADE STUDENT

_____

SIGNATURE OF 10TH GRADE STUDENT

Peer Support Team Goal Sheet and Incentive Contract
This goal setting format is designed for a peer group or team of two students who will work together to achieve a goal. The student determines when the goal has been achieved through feedback from the teacher and administrator. This contract also has a space for an incentive prize to be recorded on the form. This format also links the freshman with a sophomore and the Maryland's Tomorrow staff.

MONTGOMERY COUNTY

M2

MARYLAND'S TOMORROW INCENTIVE PROGRAM

I,_____, will improve my grade point average

from _____ to _____ by the end of the _____ marking period.

_____
Signature of Student

****

I, _____*_____, will provide _____

with the opportunity to participate in a field trip as a reward for improvement

when the above contract is fulfilled by the end of the _____ marking period.

Mid-Marking Period Reward=

Other_____
Gift Certificate

_____
*Teacher, Counselor, Case Manager

SOMERSET COUNTY

Incentive for Grade Point Increases
This contract provides an incentive for grade point average increases. It also establishes a timeline to include a marking period. A mid-marking period reward is also a feature. The teacher, counselor, or case manager enters into this agreement.

MARYLAND'S TOMORROW WEEKLY PROGRESS REPORT

TEACHER: _____ PLEASE RETURN BY: _____

The following students are in the Maryland's Tomorrow Program which offers tutorial services and study skill building. Your input would be appreciated.

STUDENT	COMPLETED ASSIGNMENTS	ASSIGNMENTS NOT COMPLETED	GOOD CONDUCT	COMMENTS: Areas of improvement or where help is needed

Maryland's Tomorrow Weekly Progress Report
This form provides the case manager, or whoever is responsible for monitoring the student's progress, a means to follow up on several students. This form is also used to alert teachers that a student is participating in a performance contract. It supports the "learning" concept among the staff members who are providing support to a number of students.

* These students are participating in an incentive performance contract. A mid-marking grade point average will be necessary to provide appropriate awards. Thank You.

SOMERSET COUNTY

C1

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MARYLAND'S TOMORROW
WEEKLY PROGRESS REPORT

DATE: _____ ID _____

NAME	PERIOD	WORKING SAT.	WORKING UNSAT.	DOES INACCURATE WORK	DOES NOT COMPLETE ASSIGNMENTS	LOW TEST GRADES	POOR CLASS ATTENDANCE	DOES NOT COMPLETE HOMEWORK	TARDY TO CLASS	NOT PREPARED FOR CLASS	OTHER
1.											
2.											
3.											
4.											
5.											
6.											
7.											
8.											
9.											
10.											
11.											
12.											
13.											
14.											
15.											

COMMENTS:

DORCHESTER COUNTY

C2

Maryland's Tomorrow Progress Report
This is another example of how a local program tracks its Maryland's Tomorrow participants.

MARYLAND'S TOMORROW PROGRESS

REPORT

TEACHER: _____

	CLASS	ASSIGNMENT COMPLETED	ASSIGNMENT MISSED	ATTENDANCE	CLASS ON TIME	AVERAGE GRADE	RECENT IMPROVEMENT	COMMENTS

Maryland's Tomorrow Progress Reports

This form is designed to provide a staff reporting system. It is used by the teachers in the team approach.

FROM: MARYLAND'S TOMORROW STAFF

TO:_____

STUDENT_____ APPROX. GRADE TO DATE_____

PLEASE COMPLETE AND RETURN THIS FORM TO:_____

BY_____ THANK YOU.
DATE

	ALWAYS	SOMETIMES	RARELY
COMPLETING DAILY CLASSWORK			
COMPLETING HOMEWORK			
ARRIVING TO CLASS ON TIME			
APPROPRIATE CLASS BEHAVIOR			

SPECIFIC RECOMMENDATIONS FOR IMPROVEMENT/COMMENTS:

Montgomery County

Staff Feedback Sheet

This form provides a means for staff feedback to the case manager or person responsible for monitoring the activities of students. Note the section which includes specific recommendations for improvements.

CRISFIELD HIGH SCHOOL
MARYLAND'S TOMORROW STUDENTS
CUMULATIVE REPORT
1989 - 1990

STUDENT	GRADE	89 GPA	90 1st Sem GPA	90 2nd Sem GPA	90 Final GPA	89 Yearly Absent	90 1st Sem. Absent	90 2nd Sem. Absent	90 Yearly Absent	COMMENTS
SOMERSET COUNTY										

Maryland's Tomorrow Students Cumulative Report
This form provides, at a glance, grade point averages for the Maryland's Tomorrow period of intervention.

MARYLAND'S TOMORROW
WEEKLY STUDENT PROGRESS

STUDENT NAME: _____

SCHEDULE

1.								
2.								
3.								
4.								
5.								
6.								
7.								
8.								

Marvland's Tomorrow Weekly Student Progress
This is a student's record form. The student makes the chart up to fit his schedule.

MONTGOMERY COUNTY

GRADE CONFIGURATION TABLE FOR 9-WEEK MARKING PERIODS WITH EXAM (FINAL EXAM = 25%)

AAA=A	BAA=A	CAA=B	DAA=B	EAA=B	PPP=P	PPP=P
AAB=A	BAB=B	CAB=B	DAB=B	EAB=C	PPF=P	PPP=P
AAC=A	BAC=B	CAC=B	DAC=C	EAC=C	PFP=P	PFP=P
AAD=B	BAD=B	CAD=B	DAD=C	EAD=C	PFF=P	PFP=P
AAE=B	BAE=B	CAE=C	DAE=C	EAE=C		
ABA=A	BBA=B	CBA=B	DBA=B	EBA=C		
ABB=B	BBB=B	CBB=B	DBB=C	EBB=C		
ABC=B	BBC=B	CBC=C	DBC=C	EBC=C		
ABD=B	BBD=B	CBD=C	DBD=C	EBD=D		
ABE=B	BBE=C	CBE=C	DBE=C	EBE=D		
ACA=B	BCA=B	CCA=B	DCA=C	ECA=C		
ACB=B	BCB=B	CCB=C	DCB=C	ECB=D		
ACC=B	BCC=C	CCC=C	DCC=C	ECC=D		
ACD=B	BCD=C	CCD=C	DCD=D	ECD=D		
ACE=C	BCE=C	CCE=C	DCE=D	ECE=D		
ADA=B	BDA=B	CDA=C	DDA=C	EDA=D		
ADB=B	BDB=C	CDB=C	DDB=C	EDB=D		
ADC=C	BDC=C	CDC=C.	DDC=D	EDC=D		
ADD=C	BDD=C	CDD=D	DDD=D	EDD=D		
ADE=C	BDE=C	CDE=D	DDE=D	EDE=E		
AEA=B	BEA=C	CEA=C	DEA=C	EEA=D		
AEB=C	BEB=C	CEB=C	DEB=D	EEB=D		
AEC=C	BEC=C	CEC=D	DEC=D	EEC=D		
AED=C	BED=D	CED=D	DED=D	EED=E		
AEE=C	BEE=D	CEE=D	DEE=E	EEE=E		

GRADE CONFIGURATION FOR 9-WEEK MARKING PERIODS WITHOUT EXAM

AA = A	BA = A	CA = B	DA = B	EA = C	PP = P	FP = P
AB = B	BB = B	CB = B	DB = C	EB = C	PF = P	FF = F
AC = B	BC = C	CC = C	DC = C	EC = D		
AD = C	BD = C	CD = D	DD = D	ED = D		
AE = C	BE = C	CE = D	DE = E	EE = E		

MONTGOMERY COUNTY

Grade Configuration Table for 9-week Marking Period
Students usually do not understand how grades are determined. These configurations provide examples for students to follow. Teachers need to apply these to their own situation.

MARYLAND'S TOMORROW STUDENT PROGRESS REPORT

1989 - 1990

STUDENT_____

SUBJECTS	GRADES PER MARKING PERIOD						YEARLY G.P.A.		COMMENTS
	1	2	3	4	5	6	FY89	FY90	
ENGLISH									
MATHEMATICS									
SCIENCE									
SOCIAL STUDIES									
MD. TOMORROW									
TYPING									
MUSIC									
DAYS ABSENT PER MARKING PERIOD							YEARLY TOTALS		
	1	2	3	4	5	6	FY89	FY90	
VERIFIED									
OTHER									

Marvland's Tomorrow Student Progress Report
This form provides student and teacher with a means to track grades over the six marking periods of the school year. If students are working toward the goal of improving their current grades versus what they accomplished the year before, then a column is added for the current year's grades and last year's grade. Note also the section for attendance.

SOMERSET COUNTY

MONDAY

Date _____

Class	Assignment
1 _____	_____
2 _____	_____
3 _____	_____
4 _____	_____
5 _____	_____
6 _____	_____
7 _____	_____

TUESDAY

Date _____

Class	Assignment
1 _____	_____
2 _____	_____
3 _____	_____
4 _____	_____
5 _____	_____
6 _____	_____
7 _____	_____

WEDNESDAY

Date _____

Class	Assignment
1 _____	_____
2 _____	_____
3 _____	_____
4 _____	_____
5 _____	_____
6 _____	_____
7 _____	_____

Assignment Sheets - Weekly

These pages help the student keep track of class assignments. Assignment sheets also serve to reinforce being prepared for classes. Note also the space for special assignments.

THURSDAY

Date _____

Class	Assignment
1	
2	
3	
4	
5	
6	
7	

FRIDAY

Date _____

Class	Assignment
1	
2	
3	
4	
5	
6	
7	

Special Projects or Assignments

To Do	Date Due

DATE	SUBJECT	ASSIGNMENT	COMPLETE

Assignment Sheet·
This form is another way to accomplish keeping track of class assignments. It can be used as a daily class assignment sheet also.

SOMERSET COUNTY

JANUARY 1990

sunday	monday	tuesday	wednesday	thursday	friday	saturday
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15 NO SCHOOL	16	17 REVIEW FOR EXAMS	18 EXAM PERIOD 1 - 8:15 8 - 12:00	19 EXAM PERIOD 4 - 8:15 5 - 12:00	20
21	22 EXAM PERIOD 3 - 8:15 6 - 12:00	23 EXAM PERIOD 2 - 8:15 7 - 12:00	24 Kayla's B-Day MAKE-UP EXAMS	25	26 NO SCHOOL	27
28	29 START OF SECOND SEMESTER	30 GEORGETOWN BASKETBALL	31			

The Monthly Calendar

This is another time management devise useful to helping students plan for tests and to remember other important events. Time management is an excellent tool for students to begin using.

MONTGOMERY COUNTY

06

NAME _____

SCHEDULE

	SUBJECT	TEACHER	ROOM
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			

HOME PHONE_____

HOME ADDRESS_____

PARENT'S WORK NUMBERS

_____ _____
MOTHERS'S NAME PHONE

_____ _____
FATHER'S NAME PHONE

Student's Schedule with Parent Signature
This form provides a ready reference for students, parents and the school on courses, teachers and rooms of classes. When parents are involved, grades tend to be impacted.

MONTGOMERY COUNTY

STUDENT'S NAME_____

GRADE:_____

TELEPHONE NUMBERS

HOME:_____

MOTHER'S WORK:_____

FATHER'S WORK:_____

DATE	TIME	REASON FOR CALLING	RESPONSE